



**PELHAM PREPARATORY ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 11X542**  
**ADDRESS: 925 ASTOR AVENUE; BRONX, NY 10469**  
**TELEPHONE: 718-944-3601**  
**FAX: 718-944-3479**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11X542      **SCHOOL NAME:** Pelham Preparatory Academy

**SCHOOL ADDRESS:** 925 Astor Avenue; Bronx, NY 10469

**SCHOOL TELEPHONE:** 718-944-3601      **FAX:** 718-944-3479

**SCHOOL CONTACT PERSON:** Jane Aronoff      **EMAIL ADDRESS:** JAronof@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Gary Millstein, UFT Chapter chair

**PRINCIPAL:** Jane Aronoff

**UFT CHAPTER LEADER:** Gary Millstein

**PARENTS' ASSOCIATION PRESIDENT:** Amy Perez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Romana Volosyanko

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 603

**NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Geraldine Taylor-Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note:* If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<i>Jane Aronoff</i>	*Principal or Designee	
<i>Gary Millstein</i>	*UFT Chapter Chairperson or Designee	
<i>Amy Perez</i>	*PA/PTA President or Designated Co-President	
<i>Luis Perez</i>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<i>Nicholas Rivera</i>	DC 37 Representative, if applicable	
<i>Romana Volosyanko</i>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<i>Jonathan Daly</i>	CSA	
<i>Rene Gonzalez</i>	Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Pelham Preparatory Academy (PPA) is an academically rigorous high school established in 2002 under the auspices of the Bronx New Century High Schools Initiative by New Visions for Public Schools and the New York City Department of Education. Our goal is to prepare our students for college. We mandate all of our students to take four years each of math and science rather than just the three required by New York State. Instead of one year of a foreign language required by the State, we encourage our students to complete three years, with many going beyond.

We have been recognized by New York State for the third year as a High Performing School. U.S. News and World Report also recognized our school as a "Top U.S. High School" with a Silver Designation. We are ranked number 48 out of 416 New York City High Schools, placing us in the top 10% of all New York City High Schools.

PPA's population of approximately 550 culturally diverse students living in the Bronx, New York comes primarily from several groups: Black (American, the Islands and West African), Latino (American, Puerto Rican, Dominican and other Caribbean areas), Asian and Caucasian. 60% of our students qualify for free or reduced lunch. Many are children of immigrants or immigrants themselves. Most will be the first in their families to graduate high school and attend college. A large percentage lives in single-parent homes.

#### **VISION:**

We envision a clearly focused instructional setting which seeks to tap student potential and respond to the individual needs and interests of each student. Working collaboratively with our entire Pelham Prep community, our students will be provided with and participate in the development of standards-based work to prepare for college and future careers in a diverse country and international community.

#### **MISSION:**

Our mission at Pelham Preparatory Academy will be accomplished by working collaboratively with The University of Vermont, to provide students with challenging programs that reflect high expectations and promote excellence in a safe, nurturing environment. PPA will implement an academically rigorous curriculum that will meet and exceed New York City as well as, state requirements and national standards in a nurturing setting. We will tap student potential and respond to individual needs and interests through standards-based work, preparing students through mutual respect, understanding, value for community, and a quest for knowledge which serve as guiding principles for our students. Common goals will include a four year graduation track concluded with college acceptances; therefore the seamless transitions fostered through our strong connections to The University of Vermont are critical. All members of the PPA Community are collegial stakeholders in this quest, all equally accountable for the development of our culture and the achievement of our goals.

### Curriculum:

All students study Living Environment, Earth Science and a Science Elective, Chemistry and AP Biology for some students. Math progresses from Algebra, Geometry and Trigonometry through Pre-Calculus or Statistics.

We offer additional courses in yearbook and Advanced Placement courses in English, science and foreign language. Additionally, some students take advantage of the City University of New York's "College Now" program, taking college courses at Lehman College.

### Partnerships and Special Programs:

PPA has established relationships with various organizations to augment our students' exposure and experience to the world beyond high school. Many of these partnerships emphasize our mission, to open the doors to higher education and careers for our students.

College for Every Student (CFES), formerly known as Foundation for Excellent Schools (FES)  
University of Vermont

Vassar, Smith, Union, Skidmore, Williams College and University of Connecticut (auxiliary partnerships)

Lehman College ("College Now" and Serrano Leadership programs)

Bronx Community College (Science programs)

CUNY Collaborative Programs at Home in College

Consortium for Educational Excellence through Partnerships (CEEP)

Wildlife Conservation Society/Bronx Zoo (After School Adventures in Wildlife Science)

### College Successes

We are very proud to have 100% of our student body accepted into some form of secondary school. This year, our graduating class received more than \$2 million in scholarship money. Many of our students received full or partial scholarships to CUNY and SUNY schools as well as other universities. These included three Posse Scholars, 17 full scholarships to the University of Vermont, and a full scholarship to Hobart William Smith.

### Extracurricular Activities

While we encourage extra-curricular activities, many of our students may not be able to participate because they need to care for younger siblings, cook and clean, or work part-time to assist their parents/guardians who might well have two or three jobs. However, for those who can partake, we offer a range of activities, some quite new as we are still a very young school.

### National Honor Society

Yearbook

Bands – Concert, Jazz, Pep (with the Columbus Campus)

Chess Club

Sports teams and Cheerleaders, Step & Dance Teams (with the Columbus Campus)

Student Government

Senior Council

Community Service

Environmental Club

Drama Club

Guitar Club

Art Club

These are just a few of the activities and we are adding to the list as we mature.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Pelham Preparatory Academy				
<b>District:</b>	11	<b>DBN #:</b>	11X542	<b>School BEDS Code:</b>	32100011542

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.0	90.1	89.51		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94.8	94.2	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					61.7	63.5	72.0		
Grade 8									
Grade 9	157	136	164	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	141	157	136	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	85	100	104		1	14	3		
Grade 12	76	83	102						
Ungraded	1	2	0	<b>Recent Immigrants: Total Number</b>					
	460	478	506	(As of October 31)	2007-08	2008-09	2009-10		
Total					1	1	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	13	15	22						
No. in Collaborative Team Teaching (CTT) Classes	13	19	19	Principal Suspensions	49	75	71		
Number all others	5	3	12	Superintendent Suspensions	12	7	7		

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	10	11	13	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	2	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	23	23	23
				Number of Administrators and Other Professionals	8	8	8
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	4	4	4
(As of October 31)	2007-08	2008-09	2009-10				
	10	8	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.9	0.8	0.8	Percent more than two years teaching in this school	52.2	52.2	TBD
Black or African American	43.7	41.0	40.1	Percent more than five years teaching anywhere	52.2	65.2	TBD
Hispanic or Latino	46.3	42.5	43.1				
Asian or Native Hawaiian/Other Pacific Isl.	4.4	4.0	3.0	Percent Masters Degree or higher	83.0	83.0	TBD
White	4.8	5.9	7.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.6	89.2	TBD
Multi-racial							
<b>Male</b>	43.5	45.6	44.9				
<b>Female</b>	56.5	54.4	55.1				

## 2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>	✓			✓	✓	✓	
<b>Ethnicity</b>							
American Indian or Alaska Native						-	
Black or African American				✓	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>				4	4	1	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	77	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **School Progress Report**

The school reviewed data from a plethora of sources including:

- *Progress Report 2009-2010*
- *School Demographics and Accountability Snapshot*
- *ARIS*
- *TeacherEase (online grading website used by teachers to record grades)*
- *Teacher scholarship reports*
- *CFN Data Tool*

After reviewing the data, we noted some areas of notable achievement:

- our early intervention programs, which include after-school tutoring, and credit recovery, coupled with the diligent work of our guidance staff in conferencing with every student several times per year to discuss credit accumulation to ensure they are on track has allowed our students to achieve a 91.8% graduation rate.
- Efforts focusing on writing and literacy for special education (i.e.; literacy classes, additional tutoring, smaller class-sizes) have been fruitful as our special education students are accumulating more credits and achieving higher pass rates on assessments (in-class, and state exams).
- Upon reviewing the results of our Regents exams, we determined that we had above 70% passing rate on six different Regents exams. These included 86% on the US history, and above 90% on the Spanish and Geometry Regents examinations.
- We also noted that improvements were made in Earth Science and Chemistry.

We were also able to identify significant aids and barriers:

- Significant Aids
  1. The use of SCANTRON and ACUITY, they are no stakes exams which help the teachers differentiate instruction to meet students needs, based on the data from the tests
    - a. These products help us work with our special populations (Special education, ELL, Lowest third)

2. TeacherEase, an online grading system used to keep records of grades, and also provide a means of communication between parents, school staff and students.
  3. GEAR UP, a tutoring/mentoring program sponsored by Lehman College
- Significant Barriers
    1. **Budget cuts**
    2. Space issues, lack of enough classrooms to be able to decrease the class size. This would ensure more time on task for students.



Regents Exam Report Summary Comparison January and June 2010

		<i>Registered</i>						<i>Passing</i>						<i>% Passing</i>		
Course	Course	Male	Male		Fem	Fem		Male	Male		Fem	Fem		Male	Fem	Tot
Code	Name	JAN	JUN	Tot	JAN	JUN	Tot	JAN	JUN	Tot	JAN	JUN	Tot	JAN / JUN	JAN / JUN	%
EXRL	ELA	51	28	79	31	43	74	45	22	57	34	28	62	88% / 78%	91 % / 65 %	77.7%
HXR\$	GLOB	10	40	50	11	67	78	3	32	35	7	43	50	30 % / 80 %	63 % / 64 %	66.4%
HXRA	US	3	50	53	3	55	58	1	44	45	0	48	48	33 % / 88 %	0% / 87 %	86.1 %
MXRE	ALG	31	21	52	41	31	72	23	16	39	32	21	53	74 % / 76 %	78% / 67 %	74.1 %
SXRK	LIVEN	10	45	55	20	69	89	6	44	50	9	55	64	60 % / 97 %	90 % / 79 %	79.1 %
MXRG	GEOM	11	33	44	12	41	53	10	33	43	10	39	49	90 % / 100 %	83 % / 95 %	94.8 %
MXRB	MT B	11	3	14	13	0	13	4	1	5	4	0	4	36 % / 33 %	30 % / NA	33.3 %
MXRT	TRIG	0	16	16	0	18	18	0	7	7	0	8	8	NA / 43 %	NA / 44 %	44.1%
SXRU	EAR SC	3	29	32	3	44	47	2	26	28	1	22	23	66 % / 89 %	33 % / 50 %	64.5%
SXRX	CHEM	0	29	29	0	34	34	0	10	10	0	24	24	NA / 34 %	NA / 70 %	53.9 %
FXRS	SPAN	0	44	44	0	50	50	0	43	43	0	50	50	NA / 97 %	NA / 100 %	98.9 %

Regents Exam Report Summary Comparison January and June 2009

		<i>Registered</i>						<i>Passing</i>						<i>% Passing</i>		
Course	Course	Male	Male		Fem	Fem		Male	Male		Fem	Fem		Male	Fem	Tot
Code	Name	JAN	JUN	Tot	JAN	JUN	Tot	JAN	JUN	Tot	JAN	JUN	Tot	JAN / JUN	JAN / JUN	%
EXRL	ELA	35	26	61	46	36	82	33	21	54	43	34	77	88%	93%	90.5%
HXR\$	GLOB	3	61	64	12	59	71	1	52	53	4	48	52	82%	73%	77.5%
HXRA	US	1	45	46	1	61	62	1	43	44	1	59	60	96%	97%	96.5%
MXRA	MT A	4	0	4	5	0	5	4	0	4	5	0	5	100%	100 %	100%
SXRK	LIVEN	7	46	53	13	65	78	4	40	44	6	54	60	83%	77 %	80%
MXRG	GEOM	0	15	15	0	18	18	0	13	13	0	18	18	NA / 86 %	NA / 100 %	93.9 %
MXRB	MT B	11	14	25	15	25	40	4	2	6	8	7	15	36 % / 14 %	53 % / 28 %	32.3 %
SXRU	EAR SC	5	47	52	10	44	54	2	30	32	4	23	27	40 % / 63 %	40 % / 52 %	55.6 %
SXRX	CHEM	2	27	29	1	40	41	2	25	27	1	23	24	100 % / 92 %	100 % / 57 %	72.8 %
FXRS	SPAN	0	28	28	0	40	40	0	28	28	0	40	40	NA / 100 %	NA / 100 %	100 %
MXRE	ALG	20	29	49	21	32	53	14	23	37	17	22	39	70 % / 79 %	80 % / 68 %	74.5 %

Legend: JAN = January Regents 2009  
 JUN = June Regents 2009

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### Goal #1: Credit Accumulation

By the end of the 2010-2011 school year:

- There will be a 3% increase (from 65% to 68%) in the number of special education students earning 10+ credits.

### Goal #2: Algebra Regents Passing Rate

By the end of the 2010-2011 school year:

- There will be a 2% increase (from 74% - 76%) in the passing rate for the Algebra Regents Examination.

### Goal #3: Individualized Professional Development Program

By the end of the 2010-2011 school year:

- All (twenty-five) teachers will have an individualized professional development program aimed at implementing Common Core State Standards in the classroom and developing strategies of differentiated instruction.

### Goal#4: ELA Regents Passing Rate

By the end of the 2010-2011 school year:

- There will be a 2% increase (77%-79%) in the number of students passing the ELA regents.

### Goal #5: Learning Environment Survey

By the end of the 2010-2011 school year:

- There will be a 3% increase (57% to 60%) in the number of parents responding to the Learning Environment Survey



	<p>credit recovery will meet with guidance staff regularly to ensure proper advancement.</p> <ol style="list-style-type: none"> <li>9. Set up Independent Study classes to help students. They will meet with Guidance staff regularly, to ensure proper advancement.</li> <li>10. Organize a structure to monitor student progress.</li> <li>11. Engage parents and students in the development of a self monitoring plan.</li> <li>12. Guidance staff, and administration will utilize the following data sources to monitor and adjust: <ul style="list-style-type: none"> <li>• High School Data Tool from CFN will be used to analyze the student placement and growth</li> <li>• Individual Student Profiles</li> <li>• Marking period grades from HSST will be used to observe trends in students*/</li> <li>• Periodic Assessment Data from ACUITY and SCANTRON</li> <li>• Use of ARIS</li> <li>• Curriculum and Instruction</li> </ul> </li> <li>13. Guidance staff will also set up student/parent conferences with not meeting goals.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding – Title I, Fair Student Funding,</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Guidance staff and administration will analyze data at the end of each marking period to assess progress.</li> <li>2. On track students will have earned, at minimum, 5 credits at the end of the 1<sup>st</sup> term.</li> <li>3. Inquiry conducted during grade level common meeting time (on a weekly basis) will focus on analysis of interim assessments, as well as on teacher reports of student progress in classes.</li> </ol>

Goal #2: Algebra Regents Passing Rate

Subject/Area (where relevant): \_\_\_\_\_

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2: Algebra Regents Passing Rate By the end of the 2010-2011 school year:</p> <ul style="list-style-type: none"> <li>• There will be a 2% increase (from 74% - 76%) in the passing rate for the Algebra Regents Examination.</li> </ul>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Guidance staff, and administration will utilize the following data sources to monitor and adjust:             <ul style="list-style-type: none"> <li>• Individual Student Profiles</li> <li>• Marking period grades from HSST will be used to observe trends in students*/</li> <li>• Periodic Assessment Data from ACUITY and SCANTRON</li> <li>• Use of ARIS</li> <li>• Curriculum and Instruction</li> </ul> </li> <li>2. Grade inquiry teams (also referred to as common planning time) will analyze data above including student work to adapt curricula and instructional delivery to improve student performance. Teachers will begin to create and maintain portfolios for each student. This will allow staff members to assess progress and maintain a record of growth. During inquiry, teachers will share best practices.</li> <li>3. Regents preparation tutoring will be offered during Saturday school as well as after-school.</li> <li>4. StudyIsland (an online Common Core State Standard Based content/tutoring program) will be used to provide additional support and interim assessments both during and outside of school hours. Students will be able to access the program online from any device allowing web access.</li> <li>5. Students will write reflective journals in ELA and Social Studies courses to reinforce</li> </ol>

	<p>writing skills and help them reflect upon their strengths and weaknesses. This will provide useful information to inquiry team as students will learn to articulate their areas of growth and areas of needing improvement. As a result, staff will be able to adapt teaching practice to meet the individual needs of each student.</p> <p>6. Common Planning time will be scheduled so that guidance staff will have time to meet with subject area teachers to discuss student progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1 Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Guidance staff and administration will analyze data at the end of each marking period to assess progress.</li> <li>2. Inquiry conducted during grade level common meeting time (on a weekly basis) will focus on analysis of interim assessments, as well as on teacher reports of student progress in classes.</li> </ol>

Goal #3: Individualized Professional Development Program

Subject/Area (where relevant): \_\_\_\_\_

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: Individualized Professional Development Program By the end of the 2010-2011 school year, all teachers will be able to:  <ul style="list-style-type: none"> <li>All (twenty-five) teachers will be able to implement differentiated strategies of differentiated instruction.</li> </ul> </p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Each teacher will have a plan tailored to meet their teaching needs. The program will be developed by the supervising Assistant Principals in the three departments.</li> <li>2. A series of staff development sessions on differentiated instruction and general education will be provided.</li> <li>3. Online resources as well as professional development will be provided to the staff.</li> <li>4. An Inter-visitation program will be implemented to give each other feedback.</li> <li>5. Administration will organize a meeting with the CFN.</li> </ol>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fair Student Funding Title 1</p>

Indicators of Interim Progress and/or Accomplishment

*Include: interval of periodic review; instrument(s) of measure; projected gains*

1. Assistant Principals will conduct observations.
2. Learning walks by administrators for assessment.
3. Teachers, guidance staff, and administrators will discuss growth and success through conferences.

**Subject/Area (where relevant):** Goal#4: ELA Regents Passing Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal#4: ELA Regents Passing Rate By the end of the 2010-2011 school year:</p> <ul style="list-style-type: none"> <li>• There will be a 2% increase (77%-79%) in the number of students passing the ELA regents.</li> </ul>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Guidance staff, and administration will utilize the following data sources to monitor and adjust:             <ul style="list-style-type: none"> <li>• Individual Student Profiles</li> <li>• Marking period grades from HSST will be used to observe trends in students*/</li> <li>• Periodic Assessment Data from ACUITY and SCANTRON</li> <li>• Use of ARIS</li> <li>• Curriculum and Instruction</li> </ul> </li> <li>2. Grade inquiry teams (also referred to as common planning time) will analyze data above including student work to adapt curricula and instructional delivery to improve student performance. Teachers will begin to create and maintain portfolios for each student. This will allow staff members to assess progress and maintain a record of growth. During inquiry, teachers will share best practices.</li> <li>3. Regents preparation tutoring will be offered during Saturday school as well as after-school.</li> <li>4. StudyIsland (an online Common Core State Standard Based content/tutoring program) will be used to provide additional support and interim assessments both during and outside of school hours. Students will be able to access the program online from any device allowing web access.</li> <li>5. Students will write reflective journals in ELA and Social Studies courses to reinforce writing skills and help them reflect upon their strengths and weaknesses. This will provide useful information to inquiry team as students will learn to articulate their areas of growth and areas of needing improvement. As a result, staff will be able to adapt teaching practice to meet the individual needs of each student.</li> <li>6. Common Planning time will be scheduled so that guidance staff will have time to meet with subject area teachers to discuss student progress.</li> </ol>



<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding – Title I &amp; Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance sign-in sheets at above mentioned events will document participation.</li> <li>• Activities will be modified based on monthly student and parent participation and feedback.</li> <li>• By June 2011, there will be a 5% increase in the results of the Learning Environment Survey for parents and students.</li> <li>• Administration and Guidance will meet with parents to discuss the importance of their assessment to improve the school for their children.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4			N/A	N/A				
5			N/A	N/A				
6			N/A	N/A				
7			N/A	N/A				
8			N/A	N/A				
9	152	152	152	152	152	10-15	152	152
10	164	164	164	164	164	10-15	164	164
11	83	83	83	83	83	10-15	83	83
12	103	103	103	103	103	10-15	103	103

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing a class, needs to make up incompletes or credits and/or needs additional support.
<b>Mathematics:</b>	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing classes, needs to make up incompletes or credits and additional support.
<b>Science:</b>	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing classes, needs to make up incompletes or credits and additional support.
<b>Social Studies:</b>	Teachers in each academic discipline provide on-going tutoring before and after-school, during holiday breaks, Saturday school and Student Union (Peer Tutoring) for every student who is failing classes, needs to make up incompletes or credits and additional support.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselor administration meets with students (and parents if necessary) to address issues that may require attention and prevent students from passing classes, or who need additional support to achieve at the highest level.
<b>At-risk Services Provided by the School Psychologist:</b>	Guidance Counselor administration meets with students (and parents if necessary) to address issues that may require attention and prevent students from passing classes, or who need additional support to achieve at the highest level. The campus' school psychologist also meets with students. A Special Education Coordinator has been hired to insure all areas are covered.
<b>At-risk Services Provided by the Social Worker:</b>	Social Worker is the mandated counselor, reviews the IEPs, Special Education Liaison, Transitional Linkage Coordinator, crisis intervention counseling.
<b>At-risk Health-related Services:</b>	Any health related services are referred to outside agencies like the Jewish Board, Jacobi and Montefiore Hospitals.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

THE LAP worksheets and narratives will be completed in September when we have a clear picture of our ELLs population and their needs. Several students graduated in June 2010 and are en route to college. Once we have our final list of incoming ELLs we will work arduously with our ESL department to adjust the curriculum to better meet the needs of those students.

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Pelham Preparatory Academy is located at 925 Astor Avenue in the Northeast Bronx. Currently, 550 students are registered in the school. 15 are ELL’s; 4 of them are special education students, 9 are long-term ELLs. There are 9 ELLs in the ninth grade, 3 in the tenth grade, 2 in the eleventh grade, and 1 in the twelfth grade. The ELL population in the school is either in the intermediate or advanced ELL.

Spanish, Albanian, Twi are the languages spoken by our ELL and ELL with special needs. Parent survey letters indicate that all parents choose the Freestanding ESL instruction, intermediate level students receive 360 minutes of ESL instruction and advanced level students receive 180 minutes of ESL instruction. All level students are programmed in the inclusion in content area classes.

As stated in Part 154, at all levels, progress in proficiency in the five skills is addressed (reading, writing, speaking, listening and critical thinking). At the end of the beginning level, students will use basic grammatical structure, take notes, read 300-400 word passage, short stories and poems, and be able to carry out a conversation. At the end of the intermediate level, students will use more advanced grammatical structure, take notes and write a 4-paragraph essay. They will be able to read 500-600 work non-fiction and fiction. They will be able to interpret chart and speak with near-native fluency. At the end of the advanced level, students will refine their writing skills using a variety of styles. They will listen to speeches; take notes, read different kind of genres. They will read 750+ words nonfiction and fiction, write a 5-paragraph essay and speak with native fluency.

Academic language is developed in all academic subjects. Teachers in the content areas use differentiated instruction to help the needs of ELLs.

Long-term ELLs are strongly encouraged to attend the Student Union where they can get help from other students. The school also offers after-school tutoring in all content areas.

Currently, we have one licensed ESL teacher working collaboratively with the other content area teachers. Most teachers take professional development outside school. Various textbooks are used to teach all levels of ESL. Lap-tops, LCD projectors, CD players, are used to enhance learning in ESL and content-area classes.

PPA has a rigorous content-based curriculum, in which students will be engaged in intermediate to advanced level classes in all subjects. All students (including ELLs) are given the opportunity to participate in tutoring before and after the school day and on Saturdays. There is also the opportunity for test preparation classes for Regents exams.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. Our bilingual Administrator, Social Worker and the Guidance counselor serve as interpreters for parents
  - b. Teachers are sometimes utilized as interpreters as well when needed (depending on the language)
  - c. Utilizing the internet to translate documents for parents in their native language
  - d. Department of Education provides a copy of the Discipline Code in a variety of languages
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - a. Parents feel a sense of community and its more personal when they receive notification in their native language
  - b. We have a variety of cultures in our school and the language interpretation always utilized at Parent/Teacher Conferences, general meetings with parents and ELL, ESL students.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - a. Our bilingual Administrator, Social Worker and the Guidance counselor serve as interpreters for parents
  - b. Teachers are sometimes utilized as interpreters as well when needed (depending on the language)
  - c. Utilizing the internet to translate documents for parents in their native language
  - d. Department of Education provides a copy of the Discipline Code in a variety of languages

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - a. The Translation and Interpretation Unit from the department of Education will be used to translate documents for the parents
  - b. The internet which provides and address translation@schools.nyc.gov
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - a. The school will continue utilizing the bilingual Administrator, Social Worker and the Guidance Counselor as interpreters
  - b. The Teachers will continue to be utilized when needed
  - c. The internet will continued to be utilized for the translation of documents
  - d. The Translation and Interpretation Unit from the Department of Education will continue to be utilized

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	271683	256894	528577
2. Enter the anticipated 1% set-aside for Parent Involvement:	2716	2568	5284
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13584	*	
4. Enter the anticipated 10% set-aside for Professional Development:	27168	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_ 100%\_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**1. PARENT INVOLVEMENT MEETINGS**

The school shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the school's participation under Title I, explain the right of parents to be involved

and to encourage their involvement in the planning, review and improvement of the school's Title I programs and parent involvement policy.

The school will offer at least four other meetings during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title I programs.

The building principal/designee will:

- i. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
- ii. Introduce the representatives on the Parent Advisory Committee;
- iii. Provide an overview of Title I and the programs the school provides under Title I;
- iv. Explain the rights of parents/guardians to be involved in developing and reviewing the school's parents involvement policy, including the School-Parent Compact;
- v. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels are expected to meet;
- vi. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- vii. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- viii. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I committees;
- ix. Invite parents/guardians to participate in the planning, review and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
- x. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
- xi. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- xii. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I; and
- xiii. Arrange for childcare so that parents/guardians who would otherwise be unable to attend may do so.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student

academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **SCHOOL-PARENT COMPACT**

Pelham Preparatory Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

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This school-parent compact is in effect during school year 2010-2011.

#### School Responsibilities

Pelham Preparatory Academy will:

1. Provide high-quality curriculum and instruction in supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

The school will ensure that all teachers are permanently certified and that all teachers are teaching in their correct licensing areas. The school will provide weekly professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning, and meeting the needs of all students including ELL and special needs students. Teachers will also meet on a monthly basis to collaborate and ensure that all lessons meet city and state standards.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it related to the individual child’s achievement. Specifically, those conferences will be held:

The school will hold parent-teacher conferences twice a semester in both the fall and the spring terms.

3. Provide parents with frequent reports on their children's progress.

The school will provide reports 6 times a year, after each marking period is completed, as well as after weekly case conferencing meetings if the situation determines the need to. These reports will contain academic, social and behavioral antidotal detailing student progress and specific needs. Parents whose students run the risk of failing to be promoted will be notified at the end semester to ensure that they are aware of their child's specific situation.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff will be available for all parent-teacher conferences on assigned parent-teachers conference days and nights. Staff will also be available before and after school as well as during a common period during the day, to meet with parents by appointment.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents will have the opportunity to schedule appointments to visit all classrooms and participate in all school activities.

#### Parent Responsibilities

We, as parents, will support our children's learning the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Specifically, the school will provide reports as follows:

#### Students Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

#### Additional Required School Responsibilities

Pelham Preparatory Academy will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
2. Involve parents in the joint development of any school wide program, plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

### Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the state's high academic standards, Pelham Preparatory Academy will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complain procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

\_\_\_\_\_

School

\_\_\_\_\_

Parent(s)

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Date

\_\_\_\_\_

Date

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Our Inquiry Team has been actively involved in using all of the new data tools provided by the Department of Education. They are turning this to the rest of the staff to insure that all of the students' academic needs are met.
3. Our CFN provides us with the Data tool has provided us with an additional tool that can be used to set up a profile of individual students.
4. Teacher training in studying students' work to assess areas of need.
5. Princeton Review assessments
6. All exams are given with Regents-type questions.
7. All staff has been identified as highly qualified, however, we are always continuing with professional development to insure the best technique
  
8. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

We envision a clearly focused instructional setting which seeks to tap student potential and respond to individual needs and interests of each student. Working collaboratively with our entire Pelham Preparatory community, our students will be provided with and participate in the development of standards-based work to prepare for college and future careers in a diverse county and international community.

Our mission at Pelham Preparatory Academy will be accomplished by working collaboratively with The University of Vermont, to provide students with challenging programs that reflect high expectations and promote excellence in a safe, nurturing environment. PPA will implement an academically rigorous curriculum that will meet and exceed New York City as well as, state requirements and national

standards in a nurturing setting. We will tap student potential and respond to individual needs and interests through standards-based work, preparing students through mutual respect, understanding, value for community, and a quest for knowledge which serve as guiding principals for our students. Common goals will include a four year graduation track concluded with college acceptances; therefore the seamless transitions fostered through our strong connections to the University of Vermont are critical. All members of the PPA Community are collegial stakeholders in this quest, all equally accountable for the development of our culture and the achievement of our goals.

- a. Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

PPA offers and integrated, interdisciplinary core curriculum supplemented and enriched by other classes, clubs and internships focusing on skill-building, specific interest of the students, and contributions to the community. We hope to teach students to gather, analyze and synthesize information, to develop skills of literacy in speaking and writing, to understand the interconnectedness of the past, present, and future, to think critically and solve problems, and to work cooperatively. In addition to fostering “authentic achievement” in the traditional core subjects, we offer students in-depth instruction in the academics. Through these academic studies and encounters with CBO specialists, students become familiar with the individual as an independent, productive, thoughtful human being engaged in a creative and critical relationship with the world around them. Through discovering and developing their own artistic skills and applying them to the tasks presented in the overall curriculum, students develop their own sensibilities as individuals in creative and critical issues of contemporary life.

- o Help provide an enriched and accelerated curriculum.

While recognizing common, educational needs among students, we also recognize varying learning styles and interest. The school believes that the educational program must meet each student at his/her present level of achievement and encourage him/her to make their own decision and initiate their learning activities to ensure that they reach their full potential. Students need opportunities to develop expertise through a wide range of classroom and out of classroom experiences and the school aims to provide students with a supportive academic community, instructional alternatives, as well as choices and varied learning experiences. Activities include participation in sports teams, borough and city wide art competitions, arts festivals, student government, assemblies, yearbook club, leadership class, The Century Program – Scholars Initiative, newsletters, dances, field trips and partnerships with cultural organizations such as, the Museum of Natural History, Wave Hill and Hospital Audiences. Students also complete the year by working with mentors in our Community Based Organization. The school believes that internships, work study and community service programs are critical to the success of all students. Such programs are designed to assist students with understanding the link between school and work, provide students with out-of-school based opportunities to obtain hands-on experiences and important learning behaviors necessary for lucrative employment. Just for example, our freshmen begin to prepare their college essays in their first year at PPA. The essays are then evaluated by a UVM Committee. By doing such, our students are truly and actively engaged in “early college awareness”, in the real sense of the phrase.

- Meet the educational needs of historically underserved populations.

Pelham Preparatory Academy recognizes the educational diversity in our students. The school setting promotes the inclusion model which is working successfully. All students – General Education, Special Education, and English Language Learners – participate in all facets of school life. Additional support for these students, as well as those identified as “at risk students” is offered through our small class size, advisory program, tutoring and other academic intervention strategies.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

At Pelham Preparatory Academy, we strive to meet the needs of our diverse student body. Those at risk students are provided with a variety of ways to increase their grades and improve their performance. We offer peer mentoring, during and after school tutoring, credit accumulation and Saturday programs designed to raise the Standardized Test scores of these students. Our teachers are actively involved in helping every student achieve the highest academic goals possible by giving of their time to tutor one on one and in groups.

- Are consistent with and are designed to implement State and local improvement, if any.

9. Instruction by highly qualified staff.

All our teachers are highly qualified staff. We provide extensive professional development through in-house activities, as well as through outside organizations including our CFN, local colleges/universities, and private organizations.

10. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

On-going professional development is critical to the success of our school. It has focused on the knowledge and skills related to the development and implementation of school programs and policies, educational pedagogy, and innovative instructional strategies to help students achieve higher standards. Such discourse takes place during weekly staff meetings (one hundred minutes of professional development approximately), bimonthly professional development days sponsored by the DOE, and outside agencies, institutions, and organizations including New Visions for Public Schools. In addition, Teacher’s College and the Leeds Foundation provide staff development for our staff. The University of Vermont, our lead partner, provides a liaison which conducts workshops for staff and students relating go Early College Awareness. The University of Vermont and Jet Blue Airlines, our significant second partner, have provided staff development on the University campus. Teachers are currently being trained in the use of the SmartBoard to bring technology into the classroom.

The Principal and Assistant Principals utilize their membership and relationship with various professional organizations to continuously update, reinforce and educate themselves on new information that assist with both academic and administrative functions. Our support staff is constantly improving and reinforcing their skills by attending workshops and seminars on various topics relating to their positions.

11. Strategies to attract high-quality highly qualified teachers to high-need schools.

To attract the best teachers, we attend hiring fairs organized by the DOE. We also recruit staff members through the Teaching Fellows program, as well as through the Open Market system. We also actively maintain a database of teachers resume's and referrals with which to cull new candidates. Teachers are interviewed initially by the school's administrators, and then by our interviewing committee. Candidates are then invited to perform a series of demonstration lessons to ensure we are getting the highest-quality teachers available.

12. Strategies to increase parental involvement through means such as family literacy services.

Pelham Preparatory Academy has been very fortunate to have parents that are consistently involved in their child's education and work as partners with the school to ensure academic success. Parents participate in seminars, workshops, shared learning situations, evening events, Saturday and summer academies, leadership teams as well as the overall evaluation process to ensure that parents have an active say in what is being taught in the classroom and how. These events focus on educating parents regarding their children's education, family literacy services, youth related topics and services, and other needs and/or interests expressed by parents. Teachers have a common meeting period every week. At that time they have the opportunity to case conference and reach out to parents. We built this type of strong relationship with our parents not only to discuss potential roadblocks for their children but also to discuss and celebrate the successes that their children experience every day. TeacherEase (our online grading program) also allows parents to not only view their children's progress in each class, but to communicate with staff members including teachers, guidance and administration..

13. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

14. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our Inquiry Team has been actively involved in using all of the new data tools provided by the Department of Education. They are turn-keying this to the rest of the staff to ensure that all of the students' academic needs are met. We are currently starting to use the ARIS system which allows teachers to track students' performance. We provide teachers with the training and tools necessary to assess areas of need for their students utilizing the Princeton Review and other means of assessment and all tests are given with Regents-type questions to not only prepare the students for their Regents exams, but to analyze where there might be weaknesses.

15. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

As stated above, the use of various academic assessment tools are utilized on a daily basis in order to improve the academic ability of our students by isolating their areas of difficulty as well as analyzing their test taking skills and refining areas of weakness.

16. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Pelham Preparatory Academy and the Columbus Campus provide our students with many programs that address issues outside of the classroom. We recently hosted the performance “Lessons On The A Train” dealing with many issues that teenagers are presented with on a daily basis. Through the Columbus Campus we have held health screenings, gang awareness classes, violence prevention seminars and assemblies to talk to the students about drugs and alcohol abuse just to name a few. Our guidance staff individually targets students who are at risk or in need of services for various personal matters and assists them, if necessary, with locating and utilizing these services. As we are a college preparatory school, we don’t have vocational training at Pelham Prep, but if our staff identifies a student who would be better served in a vocational or technical setting, they work with that student and their parents/guardians to get the student in an environment that better suits their needs and goals.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓		271,683		
Title I, Part A (ARRA)	Federal		✓		256,894		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal				105,857		
Tax Levy	Local		✓		2,894,849		

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

- 
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
At the present time, we have 1 student in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
Students in temporary housing are afforded many educational opportunities including access to tutoring before and after school, participation in extracurricular activities, such as sports teams, band, and other clubs. They are also referred to the social worker for counseling, if necessary.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Pelham Preparatory Academy								
<b>District:</b>	11	<b>DBN:</b>	11X54	<b>School</b>		321100011542			
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungrade		
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	0	0	0				90.0	90.1	89.5
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	0	0	0				94.8	94.2	94.0
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	0	0	0				61.7	72.0	74.3
Grade 8	0	0	0						
Grade 9	136	164	152	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	157	136	162	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	100	104	84				1	14	7
Grade 12	83	102	103						
Ungraded	2	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	478	506	501	<i>(As of October 31)</i>			2007-	2008-	2009-
							1	1	1
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	15	22	27	Principal Suspensions			49	75	126
# in Collaborative Team Teaching (CTT)	19	19	23	Superintendent Suspensions			12	7	11
Number all others	3	12	7						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	11	13	TBD	Number of Teachers			23	23	28
# ELLs with IEPs	2	4	TBD	Number of Administrators and Other Professionals			8	8	9
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			4	4	5

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	10	8	43	% fully licensed & permanently assigned to this	100.0	100.0	92.0
				% more than 2 years teaching in this school	52.2	52.2	64.3
				% more than 5 years teaching anywhere	52.2	65.2	82.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		83.0	83.0	92.9
American Indian or Alaska Native	0.8	0.8	0.4	% core classes taught by "highly qualified" teachers	91.6	89.2	94.9
Black or African American	41.0	40.1	44.7				
Hispanic or Latino	42.5	43.1	46.7				
Asian or Native Hawaiian/Other Pacific	4.0	3.0	2.2				
White	5.9	7.3	6.0				
<b>Male</b>	45.6	44.9	47.3				
<b>Female</b>	54.4	55.1	52.7				

**2009-10 TITLE I STATUS**

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,							
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Cluster 6</b>	District <b>11</b>	School Number <b>542</b>	School Name <b>Pelham Preparatory</b>
Principal <b>Jane Aronoff</b>	Assistant Principal <b>Carlos Santiago</b>		
Coach <b>type here</b>	Coach <b>type here</b>		
Teacher/Subject Area <b>Virna Feliciano /ESL</b>	Guidance Counselor <b>Simon Towbin, Carolina Leroy</b>		
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>		
Related Service Provider <b>type here</b>	Other <b>type here</b>		
Network Leader <b>Richard Cintron</b>	Other <b>type here</b>		

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>502</b>	Total Number of ELLs	<b>12</b>	ELLs as Share of Total Student Population (%)	<b>2.39%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents of students who enroll in the NYC school system for the first time are asked to complete the Home Language Identification Survey (HLIS) that is administered by the ESL teacher, Ms. Virna Feliciano. On the HLIS, if parents indicate a language other than English, the ESL coordinator along with trained staff conducts an informal interview with the parent and student to determine the student's home language and former level of education. If there is no member on staff that speaks the language of the parent, a translator is sought to assist in communicating with the parent. The ESL coordinator then administers the LAB-R, and the Spanish LAB as needed. The teacher handscores the student answer document to determine the student's level of English proficiency.

Following the LAB-R, the ESL coordinator and trained staff conduct a parent orientation during which the DVD describing the three programs offered by the NYCDOE are shown (Transitional Bilingual Education-TBE, dual language, ESL). Parents then complete and sign the Parent Survey and Program Selection Form. If parents select TBE, their names will be added to a list of parents requesting TBE. When the list has 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12, all speaking the same native language, the school will create a bilingual program, as per CR Part 154.

Initially, the school mails and also backpacks the Selection Form letters to parents. At the same time, the ESL teacher, along with the assistance of office support staff, contacts parents and sets up appointments with parents. Parents are given a brief workshop on making a selection. They are shown the ELL Parent Information video housed at the school and also available online.

The Selection Form letters are filed in student files by the guidance department. A copy is also maintained by the Assistant Principal supervising the ESL program.

Based on the parent Program Selection Form and the student's hand scored LAB-results, the student is appropriately placed within 10 days of enrollment. Entitlement letter and placement letters are sent to the parent. The parent orientation is ongoing to ensure student placement within 10 days of enrollment. All communications, forms, letters are presented in English as well as the student's home language.

Currently, all parent program selection forms indicate ESL as the preferred program. Our freestanding ESL program is aligned with parent requests.

In the Spring of every academic year, every ELL student is administered the NYSESLAT. Based on the modalities (scores) for each child, instruction is adapted to best meet the needs of each individual student.

To date, 100% of the parents of ELL students have opted to enroll their children in the ESL program provided by the school. The program is aligned with ESL standards. Data obtained from the NYSESLAT, TeacherEase (an online grading program and communication tool), Acuity (ScanTron), ARIS and the CFN Data tool are used to make informed decisions regarding curriculum and instruction based on the individual needs of ELL students.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- |   |                          |   |                          |   |                          |   |                                     |    |                                     |    |                                     |    |                                     |
|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|----|-------------------------------------|----|-------------------------------------|----|-------------------------------------|
| K | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/>            | 4  | <input type="checkbox"/>            | 5  | <input type="checkbox"/>            |    |                                     |
| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input checked="" type="checkbox"/> | 10 | <input checked="" type="checkbox"/> | 11 | <input checked="" type="checkbox"/> | 12 | <input checked="" type="checkbox"/> |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	1	1	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1	0	0	4	0	2	9	0	7	14
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>7</b>	<b>14</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	5	0	3	14

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>14</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

We offer a freestanding ESL program. The ELLs are scheduled for ESL instruction heterogeneously during one period each day. The students are then grouped homogeneously by proficiency level for an additional period. All ELLs receive the mandated minutes of ESL instruction for each proficiency level. Beginning ELLs receive 540 minutes, Intermediate ELLs receive 360 minutes and Advanced ELLs receive 180 minutes ESL and 180 minutes of ELA instruction. The ages and grade levels of ELLs are taken into consideration by the ESL teacher, guidance, and administration when deciding placement and services along with the instructional/learning needs of each individual student. Prior to entry to the school, incoming 9<sup>th</sup> grade ELLs are offered a seat in our Bridge program. If possible, students entering the upper level grades (10-12) are offered seats in summer school, if necessary, in the summer prior to their start at our school.

The ESL teacher collaborates with the content area teachers weekly to plan lessons and share ESL strategies. They work together to find ways of scaffolding and reinforcing content to make it more comprehensible to ELLs. The teachers focus on explicit vocabulary building. Native Language support (translated text, bilingual dictionaries, buddy system) is provided in all subject areas to increase student

comprehension. In addition, the ESL teacher provides one-on-one tutoring during the school day as well as after school, as needed.

The ESL teacher has access to rooms with SmartBoards, a mobile laptop cart, online programs including TeacherEase and StudyIsland. This technology allows the teacher to provide students with audio/video pieces, as well as to implement interactive experiences through games, and other activities via the internet. Library and reference materials are also provided in the classroom. Students and parents are able to access TeacherEase and StudyIsland from anywhere with internet access. Books and other textbooks used in class are determined during conversations had between guidance, ESL teacher, and administration taking into consideration the particular needs of our ELLs population.

4. To differentiate instruction, the ESL teacher and content area teachers review the NYSESLAT, Acuity, ARISI data, as well as student work to assess student progress.

a. SIFE students are invited to attend one-on-one tutoring during the school day as well as after school. Native language support is provided to strengthen literacy in their home language. The ESL teacher works on explicit academic vocabulary building. Guidance counselors work with SIFE students to support their social-emotional progress. SIFE students also develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages appropriate to their comprehension level. The students' progress is evaluated regularly to determine appropriate interventions.

b. Newcomers receive one-on-one tutoring with the ESL teacher during the school day. Content area teachers also provide small group instruction to support newcomers in vocabulary building, reading comprehension, study skills, organization skills, notetaking strategies, building listening and speaking skills, in addition to social skills.

c. While ELLs receiving 4-6 years of service are typically fluent in their social language, they need additional support in developing their cognitive academic language proficiency. To motivate this group of ELLs, we utilize the Smartboard, audio/visual materials, presentations, field trips, and small group work. Content area teachers are encouraged to pair ELLs with high achieving English speaking students. English-Spanish glossaries are also available to ELLs. There are also targeted intervention programs for ELLs in ELA, Math and other content areas. Students are offered additional tutoring before, and/or after school, as well as during Saturday school. Plato Online classes are also offered as intervention for ELLs students. These programs are offered in all content areas. Assistance is provided in the student's native language where necessary.

After an ELL has tested out of ESL via the NYSESLAT, the ESL teacher and guidance staff remain in ongoing communication with each student to monitor the student's progress and ensure that services needed are being provided. Students are still offered additional tutoring as well as access to Plato Online classes. During this time, students are still provided with glossaries and their testing modifications in all classes.

d. Long-term ELLs receive personalized attention from all teachers to address their particular learning styles. Teachers focus on vocabulary building, test preparation, note-taking skills, study skills, and synthesizing ideas to support the long-term ELLs. Counselors provide career guidance. All students in grades 11-12, as well as selected freshmen and sophomores are invited to visit colleges (CUNY, University of Vermont, SUNY).

e. X-Coded ELLs are served as per their IEP. They are required to take the NYSESLAT each year. In the content area classes and resource rooms, teachers emphasize building vocabulary as well as providing support with their reading and writing skills.

In the future, the school is providing both the ESL teacher as well as general content teacher with more professional development on strategies for teaching language acquisition to ELLs. Technology is being more readily available to students in the classroom during class as well as before and after school.

Intervention programs including tutoring, and credit recovery courses are offered to all students in the school including ELLs.

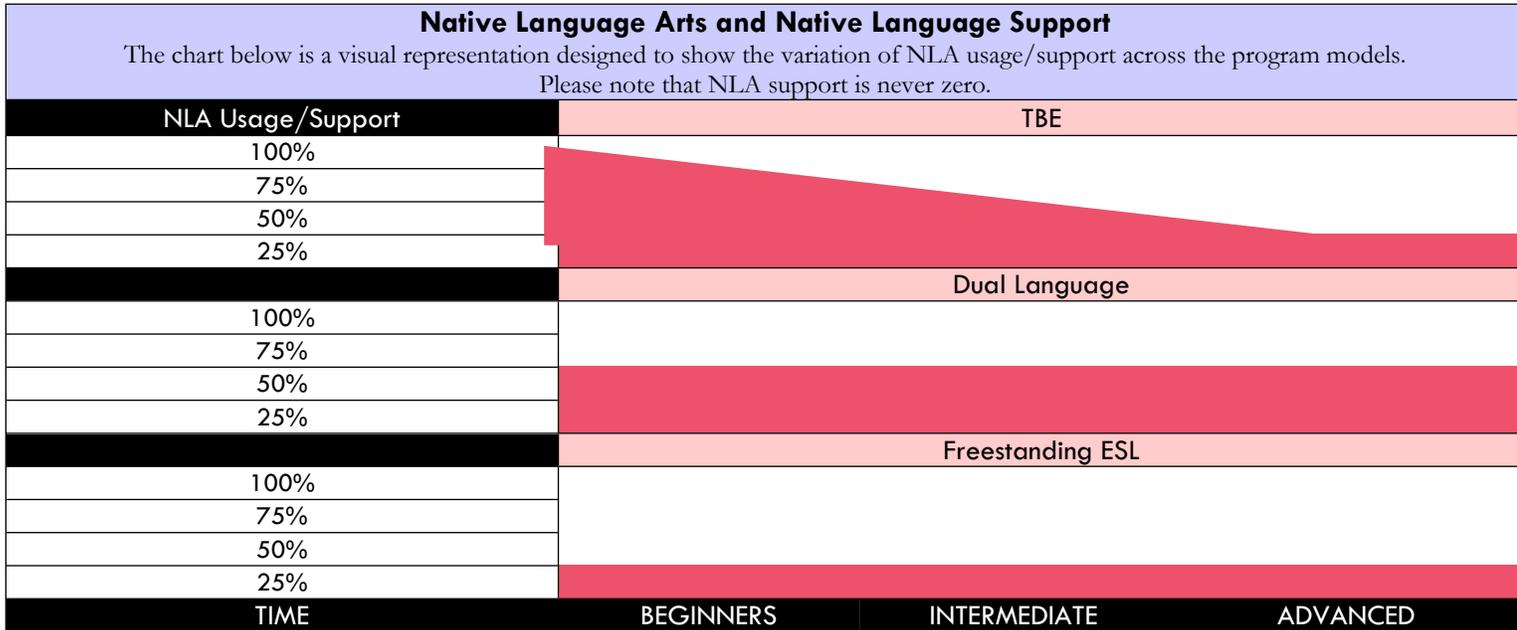
Funding for these programs come from Title I, Fair Student Funding, and Contract For Excellence.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted ELL subgroup is all ELL students whose NYSESLAT test scores did not show improvement in the reading and writing modalities. There are also students who take Regents repeatedly and do not pass. ESL and content area teachers work collaboratively to ensure progress.
6. Transitional for ELLs who have reached proficiency on the NYSESLAT are continued for two years. All teachers are informed that ELLs are entitled to extended time on standardized tests. They are also entitled to bilingual glossaries and have the option of taking Regents Exams in their native language.
7. An after school program will be in place beginning November 2010. The ESL teacher will invite all ELLs and former ELLs to attend.
8. N/A
9. ELLs are invited to join in afterschool activities, student union, sports groups, field trips to performances and visits to colleges . In addition, our school has joined the dance club on the our school campus composed of five schools. ELLs are free to audition for the dance team
10. During daily lesson, all content area teachers use PowerPoint and a SmartBoard. ELLs are encouraged to use computers to type essays for ESL and their other content area classes.
11. In the freestanding ESL class and in all content area classes students are provided maximum native language support. Materials include: bilingual dictionaries, translated texts, glossaries. Students are instructed on dictionary skills and are encouraged to utilize them.
12. Required services do correspond to ELLs' ages and grade levels because additional tutoring in all content areas is provided during the regular school day.
13. Each year, we offer the Bridge program for incoming 9th graders.
14. At our school, we offer the Spanish language class.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Assistant Principals, teachers and other staff members working with ELLs receive an individualized professional development program tailored to their specific needs in providing services and assistance to ELLs. Professional development is provided by the CFN, BETAC, OELL, ARIS Learn, as well as by other providers and consultants. A log of this training is kept by the AP supervising the ESL program to ensure that each staff member is adequately trained and prepared to service ELLs.
2. The ESL teacher regularly meets with general content teachers and guidance to discuss ways of addressing the needs and progress of ELLs.
3. All teachers of ELLs are offered opportunities to attend workshops offered by BETAC and OELL.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. To ensure parent involvement, we communicate with the parents of ELLs regularly. This involves the ESL teacher, content area teachers, guidance counselors, assistant principals, attendance teacher, and office staff. Parents are provided with workshops aimed at providing services they need as parents of ELLs. Parents also come in regularly to conference with guidance, administration and teachers regarding student progress. These conferences allow us to survey parents and address their ongoing needs. Translation services are provided by staff members. If the native language is not spoken by someone on staff, translation services are sought from NYC DOE provider.
2. N/A
3. Parents are welcomed to our school through the initial parent orientation, and a minimum of two parent meetings a year. In additions, parents are invited to small focused group meetings to inform them of student progress and development. All parent concerns and needs are addressed promptly.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										4	2	0	1	7
Advanced (A)										1	3	0	2	6
Total	0	0	0	0	0	0	0	0	0	6	5	0	3	14

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										0	0	0	0
	I										1	1	0	1
	A										1	2	0	0
	P										4	2	0	2

READING/WRI TING	<b>B</b>										1	0	0	0
	<b>I</b>										4	3	0	1
	<b>A</b>										1	1	0	2
	<b>P</b>										0	0	0	0

NYS ELA													
Grade	Level 1		Level 2		Level 3		Level 4		Total				
3													0
4													0
5													0
6													0
7													0
8													0
NYSAA Bilingual Spe Ed													0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Math <u>A</u>	4		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		3	
Physics				
Global History and Geography	2		1	
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses data from Acuity, NYSESLAT results, ARIS, TeacherEase, and StudyIsland to assess literacy skills of the ELLs. The data provide the levels and proficiency of the ELLs in the four modalities and in different content areas. This information will help all teachers to focus on the skills needed by students for each ELL to become more proficient. NYSESLAT and LAB-R data reveal that most students score higher in the listening and speaking modalities. Therefore, our instruction will more focused on strengthening the students' reading and writing skills. The data on the LAB-R and NYSESLAT show that 7 of 14 students are intermediate. Eight of fourteen students are proficient in listening and speaking modalities. Across all grades, 13 of the 14 ELLs fall into the advanced and intermediate modalities. Only one student is considered to be a beginner.

School leadership and teachers are constantly monitoring the progress of these students to meet their individual needs. Inquiry work is done at the grade level to adjust instruction for each of these students. Parents, students and staff meet periodically to review the student's progress and adapt the instructional program to maximize student achievement.

The native language of each ELL is used where necessary. For example, students taking state assessments, such RCTs and/or Regents receive instructional preparation utilizing the tests in both languages (English and the native tongue). Glossaries are provided in the student's native language to assist during daily activities.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		